



BLACKWATER MIDDLE

900 East Cox Ferry Road
Conway, S.C. 29526

Grades	6-8 Middle School	
Enrollment	661 Students	
Principal	Cynthia V. Thibodeau	843-903-8440
Superintendent	Dr. Cynthia Elsberry	843-488-6700
Board Chair	Will Garland	843-358-8002

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Average
2010	Average	Average
2009	Average	Average
2008	Below Average	At-Risk
2007	Average	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2010-11 whose 2009-10 test scores were located

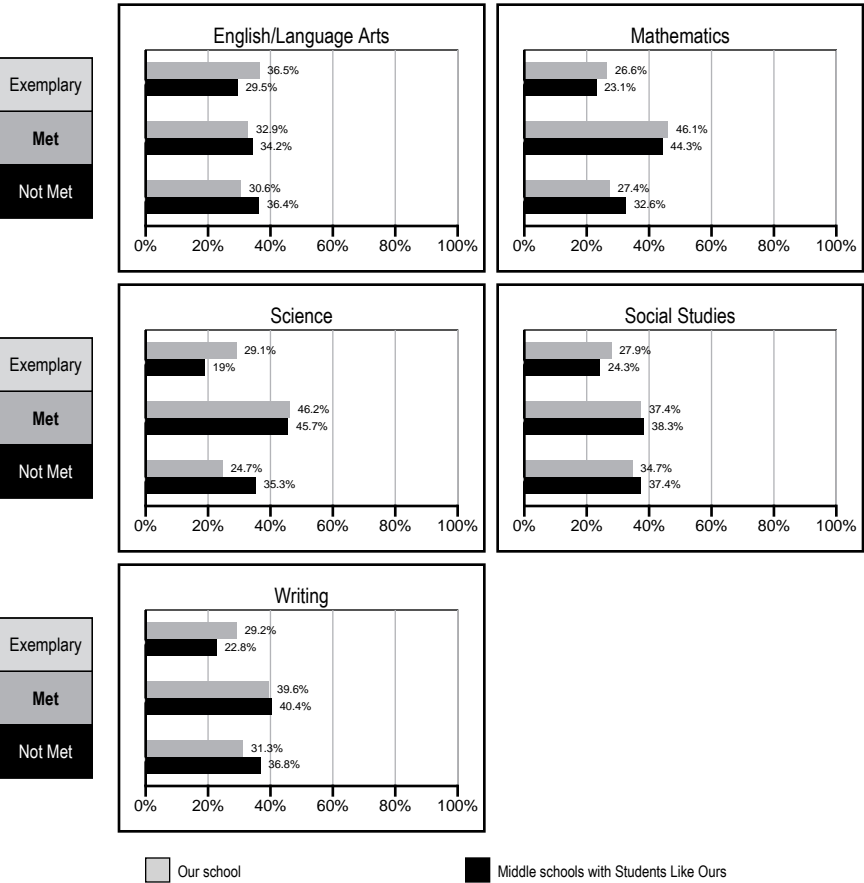
97.7%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	2	43	6	0

* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	97.2%	96.9%
English 1	100.0%	93.3%
Biology 1/Applied Biology 2	N/A	91.6%
Physical Science	N/A	75.0%
US History and the Constitution	N/A	N/A
All Subjects	97.8%	96.2%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=661)				
Students enrolled in high school credit courses (grades 7 & 8)	55.3%	Down from 87.0%	29.6%	24.5%
Retention rate	0.2%	Up from 0.1%	0.7%	0.7%
Attendance rate	95.7%	Up from 95.4%	95.7%	95.9%
Served by gifted and talented program	21.4%	Down from 23.9%	16.4%	17.8%
With disabilities other than speech	13.0%	Down from 15.8%	10.1%	9.2%
Older than usual for grade	0.8%	Up from 0.6%	1.8%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	3.2%	Down from 7.5%	0.7%	0.4%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=45)				
Teachers with advanced degrees	51.1%	Up from 47.9%	56.1%	60.0%
Continuing contract teachers	82.2%	Up from 81.3%	86.9%	82.6%
Teachers returning from previous year	90.3%	Up from 89.2%	83.6%	85.6%
Teacher attendance rate	93.7%	Down from 93.8%	95.3%	95.3%
Average teacher salary*	\$49,622	Up 3.6%	\$45,412	\$46,300
Professional development days/teacher	17.4 days	Down from 18.4 days	9.9 days	9.9 days
School				
Principal's years at school	6.0	Up from 5.0	4.0	4.0
Student-teacher ratio in core subjects	20.9 to 1	Down from 23.3 to 1	21.1 to 1	21.5 to 1
Prime instructional time	86.9%	Up from 86.8%	90.1%	90.1%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.0%	Up from 98.5%	96.3%	98.1%
Character development program	Good	Down from Excellent	Good	Good
Dollars spent per pupil**	\$9,324	Up 6.9%	\$7,486	\$7,634
Percent of expenditures for instruction**	63.5%	Up from 62.9%	62.0%	64.0%
Percent of expenditures for teacher salaries**	60.2%	Up from 59.1%	59.2%	61.2%

* Includes current year teachers contracted for 185 or more days.
** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

During the 2010-2011 school year, Black Water Middle School staff identified students who were not being successful in school, according to PASS and MAP (Measures of Academic Progress) tests, and Science and Social Studies benchmark tests. Individual teachers analyzed the progress of their students on PASS, MAP, and benchmark tests and devised plans to improve classroom instruction based on those test results. By utilizing the Horry County Schools' Response to Intervention (RtI) Model all students received instruction based on their needs whether that meant they needed to be in an accelerated math class or a strategic intervention class such as READ 180---or an intensive intervention class such as LANGUAGE!. MAP tests on English language arts, reading, and math were given three times during the year to provide teachers data on student progress, enabling teachers to make adjustments in classroom instruction to better meet each student's needs. Students received additional support through an after-school tutoring program---called PAWS (Personalized Assistance With Standards). Student achievement results and Classroom Walkthroughs data were used to determine the content of teachers' professional development throughout the school year.

The challenges we face as we continuously strive to see that all of our children meet and exceed state standards include: adjusting classroom instruction to meet the needs of a very diverse population; increasing the involvement of parents in the education of their children; motivating our middle-school-aged children to strive to do well academically when their interests often drift away from academics at this age level; continuing professional development of best practices with all teachers; and continuous assessment of student progress with mastery of standards as an end result. Through the work of teachers, students, and parents, we will continue to strengthen our instructional program to ensure the success of all of our students.

We would like to thank all of the parents, faculty and staff, community, and businesses for their support as we progress toward our goals. Without your assistance, our continued progress would not be possible

Cynthia V. Thibodeau PhD, 2010-2011 Principal
Mr. Tim Phillips, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents			
	Teachers	Students*	Parents*
Number of surveys returned	50	196	75
Percent satisfied with learning environment	90.0%	72.2%	77.8%
Percent satisfied with social and physical environment	96.0%	75.9%	74.0%
Percent satisfied with school-home relations	62.0%	78.9%	77.3%

* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress NO

This school met 23 out of 27 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	4.4%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.8%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.8%	0.0%	No
Student attendance rate	95.7%	94.0%**	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	657	99.7	30.3	33	36.7	77.2	85.5	82.4	No	Yes
Gender										
Male	320	99.7	37.7	32.9	29.4	69.6	82.5	78.7	N/A	N/A
Female	337	99.7	23.5	33.1	43.4	84.2	88.6	86.2	N/A	N/A
Racial/Ethnic Group										
White	438	99.8	25.5	30.4	44.1	80.9	90.1	88.9	Yes	Yes
African American	161	99.4	40.8	38	21.1	66.9	73.6	72.9	No	Yes
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	90.2	93	I/S	I/S
Hispanic	46	100	38.6	38.6	22.7	79.5	81.3	79.3	Yes	Yes
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	86.2	83	I/S	I/S
Disability Status										
Disabled	117	100	71.8	20.4	7.8	39.8	55.8	48.1	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	35	100	41.5	36.6	22	78	80.6	78.3	Yes	I/S
Socio-Economic Status										
Subsidized meals	472	99.6	36.5	34.9	28.6	71.6	80.6	75.4	No	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	657	99.5	27.4	46.1	26.5	81.8	86	81.9	Yes	Yes
Gender										
Male	320	99.7	32.9	42.2	24.9	78.2	84.1	79.9	N/A	N/A
Female	337	99.4	22.3	49.7	28.1	85.2	88.1	84.1	N/A	N/A
Racial/Ethnic Group										
White	438	99.8	22.8	45.5	31.7	84.2	90.8	88.9	Yes	Yes
African American	161	98.8	39	46.1	14.9	72.3	73.1	71.4	Yes	Yes
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	91.9	94.6	I/S	I/S
Hispanic	46	100	36.4	45.5	18.2	86.4	83.2	81.1	Yes	Yes
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	87	84.4	I/S	I/S
Disability Status										
Disabled	117	100	66	29.1	4.9	44.7	55.6	47.3	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	35	100	36.6	48.8	14.6	85.4	82.9	81.4	Yes	I/S
Socio-Economic Status										
Subsidized meals	472	99.4	32.4	47.1	20.5	77.9	81.4	74.9	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A—Not Applicable

N/AV—Not Available

N/C—Not Collected

N/R—Not Reported

I/S—Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	443	99.6	24.6	46.4	29	75.4	74.8	68.6
Gender								
Male	217	100	27	44.4	28.6	73	74.4	68.3
Female	226	99.1	22.3	48.3	29.4	77.7	75.2	68.9
Racial/Ethnic Group								
White	295	100	22.3	43.1	34.7	77.7	83	80.7
African American	107	98.1	28.7	55.3	16	71.3	53.8	51.4
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	85	85.3
Hispanic	37	100	34.3	48.6	17.1	65.7	66.2	61.6
American Indian/Alaskan	N/A	N/AV	I/S	I/S	I/S	I/S	78	70.8
Disability Status								
Disabled	74	98.7	65.6	25	9.4	34.4	41.7	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	26	100	32.3	58.1	9.7	67.7	65.2	60.7
Socio-Economic Status								
Subsidized meals	321	99.4	30.5	45.4	24.1	69.5	66.8	57.3

Social Studies

All Students	444	99.8	34.5	37.5	28	65.5	77.8	72.5
Gender								
Male	219	100	34.3	33.8	31.8	65.7	77.5	72
Female	225	99.6	34.6	41	24.4	65.4	78.1	73.1
Racial/Ethnic Group								
White	291	100	28.5	39.7	31.8	71.5	83.7	81
African American	114	99.1	50.5	31.7	17.8	49.5	61.1	60
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	88.6	89
Hispanic	28	100	38.5	30.8	30.8	61.5	75.4	69.6
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	77.6	73.5
Disability Status								
Disabled	82	100	66.7	27.8	5.6	33.3	46	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	21	100	40	32	28	60	75.3	69.7
Socio-Economic Status								
Subsidized meals	314	99.7	43.2	34.7	22.1	56.8	71	62.9

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	208	98.1	30.5	40	29.5	69.5	76.6	73.2	95.7	95.8
Gender										
Male	104	97.1	38.7	44.1	17.2	61.3	71.3	67.2	95.5	95.8
Female	104	99	22.7	36.1	41.2	77.3	82.2	79.4	95.8	95.8
Racial/Ethnic Group										
White	145	98.6	28.7	36.8	34.6	71.3	82.2	81.5	95.5	95.5
African American	49	95.9	39	41.5	19.5	61	61	61.3	95.7	96.4
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	88	87	95.7	96.7
Hispanic	9	I/S	I/S	I/S	I/S	I/S	71.7	66.7	97.1	96.4
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	81	72.2	93	94.4
Disability Status										
Disabled	34	91.2	N/AV	N/AV	N/AV	21.4	32.7	26	94.4	95.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	97.8
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	69.4	65.7	97	96.6
Socio-Economic Status										
Subsidized meals	139	97.1	35.5	42.7	21.8	64.5	69.2	63.2	95.3	95.5

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	219	100	21.7	34	44.3	78.3
	7	209	100	34.7	33.7	31.6	65.3
	8	241	99.6	37.3	33	29.7	62.7
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	216	100	30.2	35.7	34.2	69.8
	7	232	100	27.8	36.3	35.8	72.2
	8	209	99	33.3	26.5	40.2	66.7
Mathematics							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	219	100	24.6	41.9	33.5	75.4
	7	209	100	36.8	46.1	17.1	63.2
	8	241	99.6	40.6	40.6	18.9	59.4
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	216	100	23.1	44.2	32.7	76.9
	7	232	100	26.4	44.3	29.2	73.6
	8	209	98.6	33	50	17	67
Science							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	110	100	39.6	46.5	13.9	60.4
	7	208	100	24	43.8	32.3	76
	8	119	100	31.7	32.7	35.6	68.3
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	106	99.1	25	56	19	75
	7	231	100	21.8	48.8	29.4	78.2
	8	106	99.1	30.2	31.3	38.5	69.8

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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Social Studies

2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	110	98.2	9.9	61.4	28.7	90.1
	7	209	100	44	32.6	23.3	56
	8	121	99.2	42.1	32.7	25.2	57.9
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	110	100	27.3	57.6	15.2	72.7
	7	232	100	39.6	32.1	28.3	60.4
	8	102	99	30.4	28.3	41.3	69.6

Writing

2010	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	218	99.1	19.2	47.8	33	80.8
	7	213	98.6	30.9	43.5	25.7	69.1
	8	244	98	30.5	44.1	25.4	69.5
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	208	98.1	30.5	40	29.5	69.5

Abbreviations for Missing Data

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